

The Principal's Leadership in Improving Teachers' Performance at MTs Al- Azhar Teluk Sentosa

Hirwansyah¹, Muhammad Rifai¹, Fatkhurrohman¹

¹Universitas Islam Negeri Sumatera Utara Medan, North Sumatra, Indonesia

Corresponding author e-mail: hirwansyah0332234007@uinsu.ac.id

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Abstract: This study examines the effectiveness of madrasah principal leadership in improving teacher performance at MTs Al-Azhar Teluk Sentosa, addressing issues of teacher absenteeism, mismatched subject assignments, and suboptimal teaching quality. Using a qualitative descriptive approach, data were collected through observation, interviews (with 1 principal, 3 vice principals, and 3 teachers), and documentation at Jl. Besar Ajamu, Teluk Sentosa Village. Findings reveal that democratic leadership fostering collegial relationships significantly enhances teacher performance. While persistent challenges remain (including tardiness and qualification mismatches), regular training and supervision by the principal have effectively mitigated these issues. The study uniquely demonstrates how democratic leadership in rural Indonesian madrasahs creates familial work environments that improve performance despite resource constraints. Results suggest that school leaders should: (1) adopt participatory decision-making, (2) implement ongoing teacher mentoring programs, and (3) maintain consistent supervision to address performance gaps. This research provides a model for balancing authoritative guidance with collaborative leadership in Islamic educational institutions, offering actionable strategies for under-resourced settings.

Keywords: Democratic Leadership, Principal Leadership, Teacher Performance

A. Introduction

Madrasah principal leadership refers to the competencies and skills required to effectively direct and administer Islamic schools in achieving their educational objectives (Pulungan et al., 2023). Research demonstrates that such leadership serves as a critical determinant of institutional success. When principals implement effective management strategies, they establish conducive learning environments that directly enhance student academic performance. This leadership encompasses both administrative capabilities and the vision to align school operations with curricular goals (Hendri Fauza, 2020).

Effective leadership strategies in madrasah education are fundamentally measured by their ability to enhance student performance in competency assessments, which

serve as critical indicators of institutional achievement. These assessments directly reflect a madrasah's educational quality as they evaluate students' core competencies the essential foundation for both academic success and holistic development. When leadership approaches successfully improve assessment outcomes, they demonstrate the madrasah's capacity to deliver meaningful learning experiences that translate into measurable student growth (Munaroh, 2024).

The madrasah principal plays a pivotal role in enhancing institutional quality, while teacher contributions remain equally vital to educational progress (Azhar, 2016). Effective principals must demonstrate strong managerial capabilities to guide teachers toward optimal performance, thereby earning recognition from educational authorities and the broader community (Yhani & Marsena, 2021). This necessitates highly functional leadership characterized by two essential qualities: exemplary personal conduct and advanced management competencies. First, behavioral integrity establishes a moral framework that influences organizational perceptions. Second, professional expertise in madrasah administration ensures operational excellence. Together, these attributes enable principals to foster institutional development while serving as role models for their educational communities.

A madrasah is an educational institution under the auspices of the Ministry of Religious Affairs where teaching, guidance, and pedagogical direction are systematically implemented (Sri Hafizatul Wahyuni Zain et al., 2024). Effective leadership is integral to its operations, encompassing institutional management, strategic planning, and supervision (Islam et al., 2017). The madrasah principal, as the highest authority, plays a decisive role in institutional success, serving as the catalyst for both academic and administrative staff (Assingkily et al., 2019) (Ahmad et al., 2023). Teachers, as the cornerstone of educational quality, must exhibit professional competence to ensure optimal learning outcomes (Damanik et al., 2025). However, a persistent challenge across Indonesia's education system remains the uneven quality of educators at all levels, underscoring the need for strengthened leadership and teacher development initiatives (Putra, 2020).

The madrasah principal plays a pivotal role in educational success by leading institutional stakeholders toward effective and efficient goal attainment (Hendri Fauza, 2020). As both leader and manager, the principal drives quality improvement across critical indicators including human resources, facilities, and organizational systems through strategic oversight (Ginancar & Herman, 2019). This dual role demands adept change management and task execution to align operations with institutional objectives (Ansani., & Baking, 2019). Crucially, the principal's leadership quality directly correlates with teacher performance, staff productivity, and student outcomes, thereby advancing the madrasah's overall quality in fulfillment of its vision and mission.

Teacher performance is significantly influenced by the madrasah principal's dual

role as both leader and manager (Nasihah et al., 2023). Effective principals foster a conducive work environment through strong communication skills and motivational strategies that align teacher efforts with institutional goals (Kurniawan, 2021). Their managerial competence is equally critical for optimizing resource allocation and operational efficiency. However, teacher performance may be compromised when principals lack sufficient leadership capacity or management skills - challenges often stemming from inadequate training programs, infrequent performance assessments, or excessive administrative workloads that divert focus from pedagogical leadership.

The leadership of madrasah principals significantly influences teacher performance at Madrasah Tsanawiyah (MTs). Principals serve dual roles as both administrative managers and pedagogical leaders, responsible for fostering teacher professional development and ensuring institutional goals are met. While optimal teacher performance is essential for delivering student-centered learning, MTs Al-Azhar Teluk Sentosa currently faces challenges including teaching quality deficiencies, subject-teacher qualification mismatches, and disciplinary inconsistencies. To address these issues, this study proposes targeted leadership strategies emphasizing the principal's role in providing structured guidance and directional support to enhance overall teacher effectiveness.

The madrasah principal plays a pivotal role in realizing institutional vision and mission while enhancing teacher performance through supervisory functions, mentoring initiatives, and infrastructure maintenance (Irawan et al., 2021). As an educational leader, the principal must demonstrate policy-making competence and effective responsibility fulfillment (Husmadi, 2019). This study examines the efficacy of principal leadership in improving teacher performance through strategic managerial approaches, with potential contributions to educational policy development particularly regarding principal recruitment, training, and professional development. Field observations at MTs Al-Azhar Teluk Sentosa reveal persistent performance gaps among teachers, including divided focus between institutional priorities and core teaching responsibilities.

B. Methods

This study employs a qualitative research methodology, specifically utilizing a naturalistic inquiry approach (Abdussamad, 2021). As a field study, the research aims to collect comprehensive information and data through qualitative methods, enabling an in-depth examination of the madrasah principal's leadership processes in enhancing teacher performance. The methodology is designed to yield detailed descriptive findings that accurately portray the leadership dynamics and their impact on teacher development within the educational setting.

This study adopts a descriptive qualitative approach to examine and interpret the

phenomenon of madrasah principal leadership in enhancing teacher performance. As a methodological framework, descriptive research systematically characterizes subjects, situations, behaviors, or phenomena by addressing fundamental questions (what, who, when, where, and how) concerning specific research problems. The approach enables direct observation and documentation of leadership implementation as it naturally occurs in the educational context. Central to this methodology are rigorous data collection techniques, which serve as the primary means of acquiring comprehensive information essential for meaningful analysis and interpretation (Sugiyono, 2011).

This study was conducted at MTs Al-Azhar Teluk Sentosa in Labuhanbatu, North Sumatra, selected for its representativeness and established reputation within Panai Hulu District. The research examines pertinent issues at the madrasa during the 2024/2025 academic year, utilizing multiple data sources. Primary data was collected through field observations and in-depth interviews with the principal, vice-principal, and three faculty members. Supplementary secondary data was obtained from institutional documents and archives to corroborate findings. Observations specifically targeted leadership interactions, instructional methodologies, and student engagement to evaluate how the principal's leadership approaches influence teacher development and performance at the institution.

This study employs semi-structured interviews with seven key informants the principal, three vice-principals, and three senior teachers at MTs Al-Azhar Teluk Sentosa all of whom possess extensive institutional experience to provide valuable insights into leadership practices. Complementary documentation analysis will examine institutional records including photographic evidence, meeting minutes, teacher attendance records, and competency development reports. This methodological triangulation enhances data validity by combining verbal accounts with tangible evidence, while the visual documentation provides concrete support for research findings.

C. Results and Discussion

Performance refers to the execution of tasks and responsibilities in alignment with established expectations and objectives. For teachers, strong performance manifests through multiple professional and personal characteristics. Fundamentally, educators must demonstrate comprehensive subject mastery, including awareness of current disciplinary developments and the pedagogical skills to present material in engaging, relevant ways. At MTs Al-Azhar Teluk Sentosa, systematic efforts to enhance teacher performance have been implemented under the madrasah principal's leadership, including:

1. The monitoring of classroom teaching activities falls under the purview of the curriculum vice-principal. This supervisory responsibility encompasses three key aspects: (1) the equitable distribution of teaching hours among faculty

- members, (2) tracking punctuality and attendance patterns, and (3) verifying teacher presence during scheduled instructional periods. These measures collectively ensure proper classroom coverage and maintain instructional quality standards;
2. Teacher scientific meetings encompass various professional development formats, including panel discussions, seminars, conferences, symposia, academic workshops, and collegial seminars. These structured gatherings facilitate knowledge exchange, collaborative learning, and pedagogical advancement among educators;
 3. Teacher Creativity Competitions serve as platforms for professional growth, where educators engage in contests organized by institutions such as the Ministry of Education and Culture. Through participation, teachers gain valuable insights from peers, which when aligned with institutional goals can be adapted and implemented to enhance classroom practices. These competitions span diverse domains, including educational media development, pedagogical research, and academic writing (e.g., teacher-authored books). Ultimately, they aim to (1) advance educators' professional competencies, (2) foster the application and innovation of knowledge and technology, and (3) contribute to cultural enrichment through the dissemination of creative works.
 4. To enhance teacher competencies, the school facilitates professional development through both external training opportunities and internally organized programs. These initiatives focus on four key areas: (1) blended learning media development, (2) online learning methodologies, (3) professional writing (including research papers, journal articles, and media publications), and (4) modern teaching techniques the latter incorporating practical demonstrations to refine pedagogical skills. Such comprehensive training ensures teachers remain equipped with contemporary educational strategies and technological proficiencies essential for effective instruction.
 5. The school organizes motivational seminars, such as Emotional Spiritual Quotient (ESQ) training, to enhance teachers' professional motivation and psychological well-being. ESQ seminars focus on character development by synergizing three fundamental human potentials: intellectual, emotional, and spiritual intelligence (ESQ Leadership Center, 2014). Historically, these dimensions have operated in isolation, resulting in suboptimal human resource development. This fragmentation has contributed to moral crises, identity confusion, and diminished performance among educators. ESQ addresses these challenges through its integrated, spiritually-grounded methodology, which helps participants rediscover life's purpose and professional identity while improving overall performance; and
 6. The Subject Teacher Consultation (MGMP) serves as a professional forum that enhances teacher competencies through collaborative activities. This working group enables educators to (1) deepen subject mastery, (2) develop instructional materials, (3) refine teaching methodologies, and (4) conduct learning evaluations. Specifically, MGMP supports teachers in facilitating

student learning experiences, utilizing technology-based media, assessing student progress, and designing effective lesson plans. These comprehensive activities significantly improve classroom management and overall teaching performance by fostering continuous professional development among educators.

Strategic Leadership in Islamic Education: How Madrasah Principals Enhance Teacher Performance at MTs Al-Azhar Teluk Sentosa

Field observations and interviews with the madrasah principal reveal the implementation of a bartering strategy to enhance teacher performance at MTs Al-Azhar Teluk Sentosa. This approach involves reciprocal exchanges where the principal fulfills teachers' needs in return for compliance with institutional goals. Characterized by a transactional leadership style, the strategy emphasizes negotiated trade-offs between leaders' and followers' priorities. Such barter-based relationships prove particularly effective when aligning divergent interests, serving as a pragmatic solution to bridge gaps between the madrasah's objectives and teachers' personal or professional aspirations.

The madrasah principal at MTs Al-Azhar Teluk Sentosa implements a comprehensive bartering strategy comprising six key initiatives to enhance teacher performance: (1) advanced study programs, (2) teacher discipline enforcement, (3) professional development, (4) targeted training, (5) reward systems, and (6) supervisory oversight. This multifaceted approach has yielded measurable improvements in teacher outcomes. Notably, the advanced study program has achieved significant success, with numerous teachers completing or currently pursuing higher education. Discipline metrics demonstrate consistent progress, evidenced by reduced regulatory violations in semester-end evaluations and markedly improved attendance rates during the current academic term.

MTs Al-Azhar Teluk Sentosa employs a dual-strategy approach to enhance teacher performance, incorporating both external and internal initiatives. The process begins with establishing clear performance targets, followed by strategic selection. External strategies leverage programs from partner organizations like the Madrasah Work Groups (KKM) and Ministry of Religious Affairs, while internal strategies are developed through institutional self-assessment. The leadership team, including the principal, conducts SWOT analyses to identify and implement optimal approaches. Key interventions include: (1) professional training to improve classroom management and competitive performance, (2) reward systems to increase motivation, and (3) supervisory mechanisms to ensure teaching effectiveness. This comprehensive framework systematically addresses multiple dimensions of teacher development.

This approach aligns with (Rangkuti, 1997) strategic planning framework, which

emphasizes SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) as essential for madrasah quality improvement. In this framework: (1) Strengths represent institutional assets and competitive advantages; (2) Weaknesses denote deficiencies hindering educational implementation; (3) Opportunities reflect external potentials achievable through optimal resource development; and (4) Threats encompass risks that may disrupt institutional continuity. At MTs Al-Azhar Teluk Sentosa, quality objectives are derived from its vision and mission. The SWOT process involves benchmarking against peer madrasahs to identify institutional capabilities while analyzing internal self-evaluation data. Preliminary SWOT findings reveal:

Table 1. Self-Evaluation Results Based on SWOT Analysis

Strengths:	MTs Al-Azhar Teluk Sentosa demonstrates significant institutional strengths, including: (1) a well-developed curriculum, (2) adequate financial resources, (3) a cadre of young, energetic teachers, and (4) strong community engagement through active parental participation. The madrasah's strategic border location enhances its accessibility, while its reputation as the sole institution offering Quran memorization in the subdistrict contributes to high enrollment numbers and sustained community interest. These competitive advantages are further bolstered by robust human resource support and consistently high student demand.
Weaknesses:	The madrasah faces several institutional challenges, including: (1) inadequate infrastructure, (2) a significant proportion of teachers without undergraduate degrees, and (3) technological limitations among staff, particularly regarding laptop proficiency. Additional concerns include heterogeneous student demographics due to high enrollment numbers, inconsistent teacher discipline, varying levels of Quranic memorization expertise among faculty, and the persistence of outdated pedagogical approaches. These weaknesses collectively present obstacles to educational quality and institutional development.
Opportunities	The madrasah can leverage its large student population as a strategic asset to address infrastructure limitations through enhanced parental involvement. To improve teacher qualifications, standardization programs can be implemented for those without degrees. Clear policy enforcement may strengthen disciplinary standards, while targeted training initiatives coupled with incentive systems could enhance Quranic memorization and technological competencies among faculty. For educators employing suboptimal teaching methods, structured supervision paired with participation in professional learning communities would both monitor progress and foster motivation.
Threats:	The madrasah faces two significant external threats: (1) potential faculty attrition due to excessive institutional demands, and (2) growing competition from newly established educational institutions in the vicinity that are gaining community preference. These challenges could compromise institutional stability and student retention if not strategically addressed.

Dual Forces in Educational Leadership: Enablers and Barriers to Teacher Performance Improvement at MTs Al-Azhar Teluk Sentosa

In the contemporary educational landscape, schools must critically assess multiple dimensions to maintain their competitive appeal. At MTs Al-Azhar Teluk Sentosa,

the madrasah principal employs a collaborative leadership approach to address factors influencing teacher performance. Strategic policy decisions emerge through structured consultations with faculty and staff, where the principal articulates institutional development plans aimed at enhancing both educational quality and teacher competencies. This participatory governance model serves as a key enabler for performance improvement, fostering shared ownership of the madrasah's vision among all stakeholders.

The study's triangulated data (interviews, observations, and document analysis) reveal several key constraints hindering the madrasah principal's efforts to enhance teacher performance. First, the prevalence of novice teachers many fresh graduates directly impacts instructional quality. Second, inadequate infrastructure, particularly the shortage of LCD projectors, limits effective lesson delivery. Third, pedagogical challenges emerge from teachers' limited classroom management skills and inability to create engaging learning environments, resulting in student disengagement. Fourth, persistent disciplinary issues, including tardiness and irregular class attendance, disrupt not only individual classrooms but also adjacent learning activities. These compounded factors significantly impede the madrasah's overall educational effectiveness.

Interview findings with Madrasah Principal Mrs. Syafriana Ilmah Harahap identify five key constraints hindering teacher performance improvement: (1) suboptimal teacher comprehension of Permendiknas No. 16/2007 on academic qualifications and competencies; (2) limited pedagogical expertise in addressing diverse student characteristics and applying learning theories; (3) technological gaps, with internet and digital tool proficiency restricted to basic laptop/projector use; (4) insufficient targeted training programs for competency development; and (5) inconsistent supervision and follow-up mechanisms, particularly for private madrasah teachers. A sixth emergent issue is the disconnect between lesson plans (RPP) and actual classroom implementation, suggesting a need for better instructional alignment.

Data from interviews and observations reveal both facilitating factors and challenges in enhancing teacher performance at MTs Al-Azhar Teluk Sentosa. Key enablers include: (1) teachers' communicative approach and openness to collaborative program development, (2) strong principal-teacher alignment in implementing institutional goals, and (3) faculty enthusiasm in executing madrasah initiatives - a dynamic that has successfully increased community engagement and student enrollment. However, persistent obstacles hinder optimal outcomes, including: (1) student diversity that complicates differentiated instruction, (2) limited technological proficiency beyond basic laptop/projector use, and (3) insufficient training opportunities for skill development. These findings underscore the need for targeted professional development programs to address existing gaps while leveraging current strengths.

Teaching facilities and infrastructure serve as critical components in supporting successful learning processes. Their availability directly impacts student motivation, which in turn significantly influences academic outcomes. This relationship underscores how adequate educational resources function as fundamental enablers of both student engagement and achievement. As an educational leader, the school principal plays a pivotal role in establishing institutional quality through effective management and community engagement. To achieve this, the principal must demonstrate collaborative leadership by partnering with key stakeholders. Several enabling factors contribute to successful school leadership and subsequent teacher performance improvement, including:

1. The teachers at MTs Al-Azhar Teluk Sentosa demonstrate strong communicative responsiveness, facilitating productive discussions about classroom programs and activities. This open dialogue ensures faculty members are fully aligned with institutional objectives and well-prepared to contribute effectively to their implementation. Such collaborative engagement fosters a cohesive learning environment where pedagogical goals are consistently achieved.
2. MTs Al-Azhar Teluk Sentosa benefits from a robust collaborative framework between faculty and the madrasah principal. This well-established partnership ensures institutional decisions align with shared educational objectives, fostering both goal attainment and organizational harmony. The resulting synergy creates an optimal environment for seamless program implementation and sustained academic improvement.
3. Faculty members at MTs Al-Azhar Teluk Sentosa demonstrate exceptional enthusiasm and dedication in executing madrasah programs. Their vigorous engagement results in meticulously organized events that simultaneously advance institutional development and garner community interest. This dynamic has led to increased student enrollment, as the madrasah's growing reputation for teacher commitment and program quality attracts more families to the institution.
4. Faculty members at MTs Al-Azhar Teluk Sentosa consistently demonstrate institutional loyalty by prioritizing madrasah objectives above personal interests. This collective ethos cultivates robust teamwork and unified dedication toward achieving educational goals. Through their cooperative approach, teachers ensure efficient task execution and successful realization of institutional targets, reinforcing a culture of shared responsibility and professional commitment.

Strategic Leadership in Action: Overcoming Barriers to Teacher Performance at MTs Al-Azhar Teluk Sentosa

Prioritizing teacher well-being represents a critical step in addressing welfare-related barriers to performance. As emphasized by Dr. Anies Baswedan during his tenure as Indonesia's Minister of Education, "Teacher welfare constitutes the foundation of

educational success. When educators feel genuinely valued and supported, their professional motivation and performance naturally improve." This perspective underscores the direct correlation between institutional support for teacher welfare and enhanced educational outcomes.

Enhancing teacher competencies through targeted training programs represents another crucial intervention. As emphasized by Prof. Dr. H. Nizam, Professor of Education at the State University of Jakarta, "Continuous professional development is essential for educators to adapt to the dynamic evolution of pedagogical practices." Furthermore, upgrading institutional facilities and teaching resources constitutes an equally vital component of teacher support. Education expert Dr. Hadi Susilo Arifin asserts, "Optimal working conditions - including adequate facilities - directly contribute to teacher efficacy and job satisfaction." Together, these measures create an ecosystem that enables educators to perform their professional responsibilities with greater effectiveness and comfort.

A systematic evaluation of teacher welfare conditions represents another essential measure. Regular assessments enable the identification of existing challenges and facilitate timely interventions to address them. Through the implementation of data-driven improvements, institutions can effectively eliminate welfare barriers and cultivate more supportive professional environments. Such enhancements ultimately empower educators to optimize their performance and contribute more substantially to Indonesia's educational advancement.

The analysis begins by examining the concept of strategy as a systematic approach employed by leaders to achieve organizational objectives. Etymologically, "strategy" encompasses tactics, techniques, and methodological approaches. From a technical perspective (Fathurrohman, 2011) defines strategy as "a comprehensive plan of action designed to accomplish predetermined goals." At MTs Al-Azhar, the principal formulates teacher performance enhancement strategies by aligning institutional objectives with governmental policies and local educational priorities, thereby creating a cohesive framework for professional development.

Educational management fundamentally aims to satisfy institutional stakeholders by addressing their diverse needs. At MTs Al-Azhar Teluk Sentosa, this process involves the principal and leadership team conducting a comprehensive analysis of the madrasah's strengths, weaknesses, and opportunities to develop teacher performance enhancement strategies. The resulting programs synthesize input from both internal and external stakeholders. Following formulation, these initiatives are presented to parents' committees for approval, after which formal implementation begins through official madrasah decrees. Prior to execution, necessary coordination occurs with vertical governing bodies including the Ministry of Religious Affairs and Regional Office through both written and verbal communication channels.

Following successful implementation, the planned program enters its operational phase. The strategies for enhancing teacher performance at MTs Al-Azhar Teluk Sentosa demonstrate dynamic adaptability, evolving in response to institutional needs and community expectations. This fluid approach aligns with contemporary educational leadership principles that emphasize responsive policy-making. The researcher's findings regarding the madrasah principal's strategic approach, as detailed in preceding sections, encompass several key elements:

1. Enhancing teachers' educational qualifications has become an essential requirement under current government regulations, which mandate a minimum bachelor's degree (S1/D4) for all educators as stipulated in Law No. 14/2005, Article 9. This policy shift has transformed advanced education from a voluntary pursuit to a professional necessity. Teachers must now develop both subject-specific expertise and broader competencies to meet these standards. Academic advancement cultivates critical thinking, specialized skills, and professional dispositions that enhance educators' capacity for effective social engagement and instructional practice (Mardiana, 2016). The research findings highlight that teacher discipline remains a paramount priority for the principal of MTs Al-Azhar Teluk Sentosa. This emphasis stems from the fundamental understanding that discipline serves as the foundation for successful educational program implementation. Effective teaching and learning processes fundamentally depend on rigorous disciplinary standards throughout the madrasah. Academic success - measured by students' meaningful learning outcomes and quality educational experiences - can only be achieved when educators consistently model and uphold disciplinary values in all aspects of their professional practice.
2. The leadership approach adopted by the principal of MTs Al-Azhar Teluk Sentosa emphasizes structured guidance and development for all institutional stakeholders, including faculty, students, and community members. This disciplined framework facilitates effective teaching and learning processes by fostering a shared understanding of rights and responsibilities among participants. When consistently maintained, such an environment naturally enhances educational quality and institutional standards through collective accountability and commitment to excellence. Conceptually, strong teacher performance is demonstrated through rigorous work discipline, which encompasses several key indicators: (1) consistent madrasah attendance, (2) punctual classroom presence, (3) disciplined lesson delivery, and (4) adherence to scheduled class dismissal times. Strategic planning in this context involves establishing long-term institutional objectives, implementing targeted actions, and allocating appropriate resources to achieve these educational goals effectively.
3. Professional development training serves as a critical mechanism for enhancing teacher competence and performance at MTs Al-Azhar Teluk Sentosa. The madrasah implements a structured training program aligned with institutional

work plans, focusing on both core professional competencies (including curriculum design, technological integration, and pedagogical techniques) and personal development initiatives such as Quranic memorization. This comprehensive approach, championed by the madrasah leadership, ensures holistic teacher growth by systematically addressing all facets of educator development. The research findings indicate that disciplinary enforcement remains a top priority for the principal of MTs Al-Azhar Teluk Sentosa, as it serves as a fundamental prerequisite for achieving institutional educational objectives. Effective teaching and learning processes are contingent upon rigorous discipline implementation throughout the madrasah. Academic success - measured through students' meaningful learning progression and positive educational experiences - ultimately depends on teachers' consistent adherence to and exemplary demonstration of disciplinary principles in their professional practice.

4. The principal of MTs Al-Azhar Teluk Sentosa has implemented this comprehensive approach to systematically guide and develop all institutional stakeholders, including faculty, students, and community members. Through consistent adherence to established disciplinary standards, the madrasah fosters an environment where teaching and learning processes flourish. This framework ensures all participants clearly understand their rights and responsibilities, thereby creating the necessary conditions for sustained educational quality improvement. Conceptually, strong teacher performance is demonstrated through rigorous professional discipline, encompassing four key indicators: (1) consistent madrasah attendance, (2) punctual classroom presence, (3) disciplined lesson delivery, and (4) adherence to scheduled class dismissal times. Strategic planning in this context involves establishing an institution's long-term objectives while implementing targeted actions and allocating appropriate resources to achieve these educational goals effectively.
5. Professional development training serves as a critical mechanism for enhancing teacher competence at MTs Al-Azhar Teluk Sentosa. The madrasah implements a structured training program aligned with institutional objectives, encompassing both professional competencies (including curriculum design, technological integration, and pedagogical techniques) and personal development initiatives such as Quranic memorization. This comprehensive approach reflects the principal's commitment to holistic institutional improvement through systematic educator development.
6. The leadership effectiveness of the madrasah principal in managing institutional components significantly determines educational outcomes, as emphasized by (Mulyasa, 2003). A balanced training program incorporating both general and specialized skill development equips teachers with comprehensive competencies. This dual approach fosters professional motivation through two complementary pathways: intrinsic drive development and systematic capacity building, ultimately enhancing overall teaching quality.

7. The implementation of teacher recognition programs represents a strategic human resource development initiative at MTs Al-Azhar Teluk Sentosa. The institution has established a structured awards system that honors exemplary educators in predetermined categories, positioning teachers as central stakeholders in this motivational framework. This approach aligns with legal mandates under Article 4(6) of Law No. 20/2003 concerning Indonesia's National Education System, which emphasizes community empowerment through active participation in maintaining educational service quality. By institutionalizing such recognition, the madrasah operationalizes the legal principle of societal engagement while simultaneously enhancing professional motivation and performance standards. Quality education in madrasahs plays a pivotal role in developing a generation of intellectually capable youth who can contribute meaningfully to national development and societal welfare. As a fundamental right guaranteed under Article 5(1) of Law No. 20/2003 on Indonesia's National Education System, every citizen is entitled to access equitable, high-quality educational services. These services are specifically designed to cultivate both cognitive abilities and practical competencies necessary for improving overall quality of life and community well-being. Teachers navigate numerous professional challenges while fulfilling their responsibilities, including environmental constraints, socioeconomic barriers, communication difficulties, and transportation limitations. Simultaneously, they are expected to maintain exemplary professional standards characterized by accountability, commitment, steadfast dedication, and sustained enthusiasm in their pedagogical practice.
8. Instructional supervision by the madrasah principal significantly influences teacher performance through two key mechanisms. First, consistent and well-structured supervision coupled with motivational support fosters teacher satisfaction, which enhances professional commitment and work ethic. This positive reinforcement increases productivity, facilitating the achievement of institutional goals. Conversely, inadequate or poorly implemented supervision diminishes teacher motivation, ultimately reducing productivity and compromising educational outcomes. The quality of supervisory practices thus directly correlates with both teacher efficacy and institutional success. Supervision outcomes reveal both strengths and areas for improvement in teachers' instructional practices and competency mastery. Based on these findings, targeted coaching and follow-up interventions are implemented to address deficiencies while reinforcing effective teaching methods. Regular supervision of all educators remains essential for maintaining instructional quality. At MTs Al-Azhar, the principal employs an exemplary leadership approach, providing direct guidance and modeling best practices. This methodology aligns with contemporary leadership theory, which conceptualizes effective leadership as the process of guiding and influencing group members toward task accomplishment.

D. Conclusions

Teacher performance at MTs Al-Azhar Teluk Sentosa has shown marked improvement through effective collaboration among the principal, curriculum vice-principal, and teaching staff. This progress was initiated through comprehensive institutional self-evaluation and the subsequent development of clear vision, mission, and objective statements. The leadership's strategic implementation of performance enhancement initiatives has yielded significant achievements at both district and provincial levels. Critical success factors include: (1) a robust principal-teacher collaborative framework, and (2) systematic interventions addressing key challenges through: (a) advanced study programs, (b) disciplinary reinforcement, (c) professional development, (d) targeted training, (e) reward systems, and (f) supervisory oversight. These coordinated efforts have demonstrated sustained effectiveness in elevating and maintaining teacher performance standards.

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